

U.S. Department of Education
2010 - Blue Ribbon Schools Program

Type of School: (Check all that apply) ☐ Charter ☐ Title I ☐ Magnet ☐ Choice

Name of Principal: Mr. Jonathan Wolfer

Official School Name: Douglass Elementary School

School Mailing Address:
840 75th Street
Boulder, CO 80303-3199

County: Boulder State School Code Number*: 0480/2240/E

Telephone: (720) 561-5541 Fax: (720) 561-5699

Web site/URL: <http://bvsd.org/schools/douglass/Pages/home.aspx> E-mail: jonathan.wolfer@bvsd.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

Date_____
(Principal's Signature)

Name of Superintendent*: Mr. Christopher King

District Name: Boulder Valley Tel: (303) 447-1010

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

Date_____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Ken Roberge

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

Date_____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)	34	Elementary schools (includes K-8)
	12	Middle/Junior high schools
	11	High schools
	0	K-12 schools
	57	TOTAL

2. District Per Pupil Expenditure: 6830

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☒ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☐ Small city or town in a rural area
☐ Rural

4. 1 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	6			0
K	39	23	62	7			0
1	29	34	63	8			0
2	35	30	65	9			0
3	38	37	75	10			0
4	33	39	72	11			0
5	34	38	72	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							409

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
 5 % Asian
 0 % Black or African American
 2 % Hispanic or Latino
 0 % Native Hawaiian or Other Pacific Islander
 93 % White
 0 % Two or more races
 100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 18 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	41
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	41
(3)	Total of all transferred students [sum of rows (1) and (2)].	82
(4)	Total number of students in the school as of October 1.	467
(5)	Total transferred students in row (3) divided by total students in row (4).	0.176
(6)	Amount in row (5) multiplied by 100.	17.559

8. Limited English proficient students in the school: 1 %

Total number limited English proficient 3

Number of languages represented: 1

Specify languages:

Spanish

9. Students eligible for free/reduced-priced meals: 3 %

Total number students who qualify: 14

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 7 %

Total Number of Students Served: 29

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>10</u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u>8</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u>10</u> Multiple Disabilities	<u> </u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u> </u>
Classroom teachers	<u>17</u>	<u>2</u>
Special resource teachers/specialists	<u>4</u>	<u>4</u>
Paraprofessionals	<u>2</u>	<u>24</u>
Support staff	<u>3</u>	<u>9</u>
Total number	<u>27</u>	<u>39</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 21 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	97%	96%	96%	96%	96%
Daily teacher attendance	97%	97%	97%	97%	97%
Teacher turnover rate	7%	14%	18%	11%	17%
Student dropout rate	%	%	%	%	%

Please provide all explanations below.

In 2007-08, there were 3 retirements and 1 leave of absence. In 2006-07, there were 2 retirements and 2 one-year contracts. In 2004-05, there were 3 retirements and 1 one-year contract.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size		
Enrolled in a 4-year college or university	_____	%
Enrolled in a community college	_____	%
Enrolled in vocational training	_____	%
Found employment	_____	%
Military service	_____	%
Other (travel, staying home, etc.)	_____	%
Unknown	_____	%
Total	_____	%

PART III - SUMMARY

The staff and families at Douglass Elementary School are delighted at the honor of our nomination for the Blue Ribbon Award, recognizing our school's long tradition of academic success and child-centered instruction. Douglass Elementary serves over 400 students in the Boulder Valley School District in Colorado, including the communities of Boulder, Louisville, Lafayette, and Erie. Our mission statement:

Douglass Elementary is a vibrant and dynamic center of learning. Our school advances academic knowledge, fosters confidence and compassion, and nurtures the potential of each individual in a safe, respectful environment. We honor the diverse contributions of our staff, students and their families as we work collaboratively to meet the challenges of the future.

Douglass' students benefit most of all from its dedicated and experienced teaching staff and a well-rounded curriculum. Our teachers average 15 years of experience in teaching in public schools. They evaluate the whole child as they plan differentiated instruction. As a result, Douglass's scores on standardized assessments consistently surpass the Colorado and Boulder Valley School District averages and rank us among the top schools in the district and the state.

The staff and students at Douglass gained national notoriety in 2005 with ground-breaking work on the achievement gap between boys and girls. District leaders encouraged and supported studies around brain research in learning, development, and gender. The entire faculty participated in book studies around Jeff Wilhelm's work and participated in district wide classes which featured Wilhelm. During one summer, close to a third of our staff attended the Brain Basics Convention in Denver. We learned, practiced, and shared teaching strategies from national experts intended to actively engage boys and girls.

Some of these approaches in our school were highlighted in a cover story in *Newsweek Magazine*. Leann Mullineaux, a fifth grade teacher, was featured on The Today Show as she guided a male student through a very successful writing revision technique that she had developed. Many of the strategies developed by Douglass teachers which integrate the latest neuroscience into the classroom are highlighted in the book *Strategies for Teaching Boys and Girls* by Michael Gurian, Kathy Stevens and Kelley King. This year many of our teachers are participating in an on-line class with teachers from around the globe who are experimenting with some of the strategies outlined in this text and sharing their experiences with colleagues here at Douglass and at other schools.

As a result of the work of our staff, the gender gap between boys and girls was reduced in reading and writing by up to 15 points during the two years the staff focused on this research. The Gurian Institute named Douglass Elementary as a "model school" in May 2007, and we offer support to our colleagues nationwide in their efforts to tackle this achievement gap.

Douglass Elementary School has a tradition of very strong parent support and involvement. Parents and other volunteers put in hundreds of hours each month to serve our student population, teaching small reading groups and assisting in art classes. The School Accountability Committee and Parent-Teacher Organization work together to provide maximum support for our students through fund-raising projects and special events year-round.

A strong home-school partnership is one of Douglass' greatest assets. Our learning community has a tradition of high academic performance, parent involvement, extracurricular participation, character education, and integration of the visual and performing arts. The collaboration and commitment of the parents and teachers create a very powerful and positive school climate. Based on strong bonds of collegiality, respect, and child-centeredness, Douglass Elementary offers students a warm, welcoming and supportive place to learn.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Douglass's students in grades 3, 4, and 5 participate in the Colorado Student Assessment Program (CSAP). The evaluation system of CSAP has four levels of proficiency – Advanced, Proficient, Partially Proficient, and Unsatisfactory. Students demonstrate meeting the standard with a score of Proficient or Advanced. The overall scale score determines the level of proficiency for each student, and is adjusted annually. The U.S. Department of Education approved the state assessment program in December 2006; more information is located on the Colorado Department of Education's Unit of Student Assessment web site at http://www.cde.state.co.us/cdeassess/index_assess.html.

We are very proud of our students' results on CSAP. Douglass Elementary has received the John Irwin School of Excellence Award (in the top 8% of the state based on overall academic performance) since 2001. We are one of only a handful of public school elementary schools in the state that can make such a claim. Our third, fourth, and fifth grade students consistently have an overall proficiency and advanced score of over 90% in all CSAP assessed areas. We also have a significant percentage of students who scored in the advanced category level.

For the past three years, Douglass students have exceeded the state's proficiency levels in reading, writing, and math from anywhere between 25 and 33 percentage points. For example, in 2007, 97% of our third, fourth, and fifth graders were proficient or advanced on the math portion of the CSAP, compared to 68% of the fourth graders in Colorado. In 2006, 100% of third graders were proficient or advanced on the math portion. In 2007, 100% of third and fourth graders were proficient or advanced on the math portion, and in 2008, 98% of all third, fourth, and fifth graders were proficient or advanced on the math CSAP. This has been a consistent trend. In addition, Douglass's students have shown an impressive percentage of students in the Advanced category in all areas. In 2007, Douglass fifth graders were 28% Advanced in reading, 26% Advanced in writing, and a whopping 67% Advanced in math.

2. Using Assessment Results:

Douglass Elementary School uses various assessment data to drive instructional practices in all grades. In third, fourth, and fifth grades, all students are given the Developmental Reading Assessment (DRA) at both the beginning of the school year and at the end. This assessment provides detailed information on students' strengths in the area of reading and writing, and allows teachers to group students based on instructional need. For example, one first grade teacher might notice that there are five students who all scored lower in making inferences in a given text passage; this teacher will then create lesson plans for this small group of students that focus on that need.

In grades 3, 4, and 5, students are assessed three times a year in writing using a locally produced writing rubric based on the 6-Traits of Writing. Pre- and post-tests are given in math in order to differentiate instruction for each student. These assessments clearly define an instructional need and give teachers an opportunity to collaborate on their assessment practices. As a result of this scoring process, teachers are able to have professional dialogue about what aspects of a student's work sample make it proficient or advanced. These assessments are scored using a rubric that mirrors the state assessment system's performance levels and grade-level expectations. As a result of these professional conversations about student work, teachers are able to meet students' needs by first assessing, then grouping, and then teaching.

Finally, also in grades 3, 4, and 5, our teachers receive information on how our students performed on state assessments and note instructional need. This information also drives the development of our School Improvement Plan, which determines professional development and individual teacher goals for the upcoming school year. These plans and goals are reviewed annually with the ultimate goal of improving student

performance. Because we have a high percentage of students identified as gifted and talented, we understand that they have potential for high academic achievement. Our annual identification process of gifted students allows us to support those learners as well.

3. Communicating Assessment Results:

Our assessment results have indeed been a source of celebration, so communicating assessment results is a priority of our school. Assessment results are released to the media in August following the completion of the assessments in March. Our daily newspapers devote special sections upon this release. Also, in December, the state released School Accountability Reports; as noted above, Douglass has received the John Irwin Award every year since 2001 and to go along with this award was the highest possible rating of “Excellent.”

In addition to this honor, Douglass has shown improvement in meeting all of our students’ needs. We appreciate that the state has acknowledged the outcomes as described in our covenant statement: “Douglass has a longstanding reputation as a neighborhood school, offering a challenging academic program, high-quality instruction in the arts, and a welcoming and embracing school climate.”

Douglass has received many awards, including the Colorado Department of Education’s “school of excellence” for high academic achievement and the “creative ticket school of excellence” award for exemplary arts programs. Douglass also has been recognized by the School Mediation Project for its strong character education program. Parent volunteerism is high, and the staff is highly committed to meeting the needs of all children.

We use our website, <http://bvsd.org/schools/douglass/Pages/home.aspx> to communicate with families about these great results. Families and the community are able to access the school accountability reports as well as links to state and district information about assessments. The website www.schoolview.org has state standardized testing information for every school in the state. The principal also uses the website for weekly communication with families.

4. Sharing Success:

Douglass has a long history of collaboration between grade levels and many other schools in which we share past experiences and plan for future successes. For many years the Douglass staff contributed outstanding literacy lessons which were bound into published annual volumes. Our literacy coach, who was also a professor at the University of Colorado, collected and shared our lessons district wide and with students of education in an effort to promote best practices.

Our music and art teachers have also been recognized by the Colorado Alliance for Arts Education for their work in integrating visual and performing arts throughout many areas of the curriculum. The Community is invited annually to our Arts Alive presentation, which features the work of fourth and fifth graders. The Douglass Choir was chosen in 2007 through a blind audition process to perform at the Colorado Music Educators’ Association Clinic/Conference before a huge audience of music instructors who took notes on all aspects of the show.

Douglass teachers meet with other high performing schools in the district on an ongoing basis to discuss best practices. BVSD has always supported this dialogue. Our current school goals include strategies learned from our collaboration with area schools. Several of our teachers play leadership roles on district committees to evaluate the district’s curriculum standards-based reporting systems and assessment tools. Our staff also regularly supports student teachers. Bill Smith, a third grade teacher and winner of the Impact on Education Award in 2009, shares his successes with teachers throughout the district. He, along with many Douglass teachers, mentors student teachers every year. This spring the school welcomes five student-teachers as they begin their teaching careers.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The curriculum at Douglass Elementary School exemplifies a vibrant and dynamic center of learning. Our literacy curriculum inter-relates reading and writing, and is typically integrated into all other curriculum areas, including science, social studies, and math. The components of reading standards are taught with an emphasis on integrating specific genres with science and social studies units. Instruction focuses on specific genres throughout the year, and is accompanied by writing instruction which complements the genre. For example, students may be reading a historical fiction novel about the American Revolution, while simultaneously learning about the events of the American Revolution during a social studies block, using nonfiction texts.

We are proud of a program we specifically designed for our school to align writing instruction across all grade levels, called the Eight Purposes for Writing. Each teacher has been trained to implement this specific instruction appropriately at his/her grade level. Rubrics have been developed to enable students to gauge their progress along a writing continuum. The program addresses specific instruction in genres, and concentrates on the development of writing to address a specific purpose, audience, and topic. Our writing instruction and curriculum directly complements our reading instruction, and are aligned with standards-based instruction. Using the example in the previous paragraph, students would also hone skills in persuasive writing, and would write letters to George Washington or to King George, convincing the addressee of his/her point of view (in favor of a revolution, or against) from the viewpoint of a Tory or a Colonist.

Science and social studies are hands-on, interactive experiences at Douglass, and units lend themselves to creative collaboration with specialists in the building. Projects will typically include research in our library, and a culmination activity with our media specialist, such as a PowerPoint or Podcast. For example, our first graders work on a unit researching and presenting Japanese culture. Guided reading groups analyze non-fiction text features. The students then transfer this knowledge to research skills involving books about Japan. Students work in small groups to create projects to communicate their knowledge, and share with an audience. In addition, many classroom musicals are created with the assistance of our music teacher - for example, second graders give an “informance”, a collection of songs, culminating their studies about Alaska and third graders presenting songs on Colorado history.

Mathematics curriculum and instruction focuses on conceptual understanding of mathematics. Students are introduced to rich mathematical vocabulary, and are expected to convey their reasoning used to solve problems orally, in writing, or through pictures. All learners’ needs are met creatively. For example, following a discovery lesson where students have used manipulatives to develop a concept, several algorithms will be explored and presented to students. Students are encouraged to choose the algorithm that makes the most conceptual sense to them. High-achieving students benefit from curriculum compacting, where students learn at an advanced, above current grade placement level in mathematics, enabling them to delve deeper into their conceptual understanding and reasoning. Our school works in collaboration with our feeder middle school to meet the needs of these accelerated math students.

Douglass is especially proud of the integration and infusion of the arts into student learning. Our vocal music and visual arts teachers study each grade level’s curriculum map, and look for ways to combine the students’ studies into the arts curriculum. Our visual arts program is an embodiment of a quality comprehensive program that utilizes our community in a number of ways, including parent volunteers in the art class, tours to neighboring art galleries, and inviting visiting artists to the school to create projects and murals that adorn our school walls. Literacy is a common thread in projects.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

The Reading Curriculum at Douglass Elementary is diverse, targeted, and rich with content. Reader's Workshop throughout Douglass includes a focused mini-lesson followed by shared and independent reading targeted at students' reading level. Mini-lessons address reading components including phonemic awareness, phonics, fluency, comprehension strategies as well as vocabulary. A multitude of genres are covered including fiction, non-fiction, poetry, narrative, and fantasy through the use of authentic literature and trade books. Mini-lessons include a read-aloud, modeling of a reading strategy involving a think-aloud by a teacher, think-pair-shares among the students, and a reinforcement of the strategy to be practiced with reading groups that day.

After the mini-lesson, children participate in smaller reading groups that resemble book clubs, using books at students' "just right" level. Classroom teachers, trained literacy tutors, special education, and literacy teachers work with these small groups to ensure that instruction is individualized, targeted at student needs, and continues to challenge them. Groups are fluid and continual assessment, such as conference data, and formal testing (including DRA2 and Benchmarks books) help to drive instruction. Teachers model good reading strategies, support guided practice, and hold authentic conversations with students to ensure understanding and to challenge thinking at a higher level. Students practice a variety of strategies to track their thinking throughout a book by using post-its, coding, and journaling. Books studies often culminate in final projects that demonstrate student learning. These final projects are routinely exhibited in hallways and classrooms.

Students at Douglass Elementary have access to a wide collection of books representing various topics and genres. Classroom libraries in every room, a comprehensive leveled book collection in the literacy room, and a well-stocked school library give children choice and contact with myriad genres, culturally diverse literature, and high-interest books to consistently reinforce the values of Douglass Elementary that reading is fun, accessible and of lifelong importance.

3. Additional Curriculum Area:

At Douglass Elementary School, teachers creatively and consistently integrate across the subject areas. Students learn better when they see the relevance of skills they are learning and how they're applied in real world settings. Content area curricula provide excellent opportunities to integrate language arts and mathematics skills. The variety of lessons and activities integration opens up can more directly meet different student learning style needs. Students are empowered when they are taught about how the connections across subject areas actually exist in the world. Cooperative learning opportunities and skills, more and more important in today's world, are also more prevalent in an integrated curriculum approach.

Science is a great subject to integrate other subjects and skills. Douglass Elementary teachers enjoy the benefits of working with the Full Option Science System (FOSS) program modules and resources. Douglass teachers regularly strive to integrate other skills into science instruction. We are finding that the breadth of science concept understanding deepens when students write in their Science Notebooks, read non-fiction books about related topics, and utilize math skills within the context of the study of scientific topics. Simultaneously, students learn to write and read better and see how math is applied in our understanding of the world around us.

Douglass teachers have been in the forefront of implementing Science Notebooks and in developing and refining science curriculum in Boulder Valley School District committees. Douglass teachers have piloted science assessments that integrate writing and math. Although science fairs have been disappearing from elementary schools, many Douglass students annually participate in Douglass Science Fairs, where they apply the scientific method in their projects (using writing and math skills), and then refine their presentation skills to their classes and adult reviewers from the community, and finally to a school-wide evening event.

4. Instructional Methods:

Teachers at Douglass Elementary are highly skilled at differentiating instruction and creatively meeting the needs of our many students. Our students arrive at Douglass at different reading levels and with varied needs, but they all leave with fundamental skills that prepare them exceptionally well for middle school and high school. In primary grades, we evaluate student reading assessment data to determine common instructional needs, then flexibly re-group students and design lessons to meet their instructional needs. In first grade, the three classroom teachers have combined their student groups to ensure regular small group instruction at the students' instructional level.

Our school has a high percentage of students that are identified as gifted and talented. Teachers are expertly able to meet these high-performing students' needs through enriching activities that broaden student understanding, as well as students performing at proficient levels. Our talented and gifted specialist collaborates with teachers to provide co-teaching lessons as well as pull-out classes to challenge and enrich the curriculum. There are a variety of challenging activities for students, including the National Geography Bee, Spelling Bee, and the Science Fair.

We also collaborate closely to meet the needs of students on Individualized Educational Plans (IEPs). Our team of special education teachers and literacy interventionists meet regularly with classroom teachers to assess students' needs and modify the curriculum where necessary so that all students are successful. Our Writer's Workshop model lends itself well to conferencing with individual students, promoting the growth of all learners no matter where they begin.

5. Professional Development:

Teachers at Douglass Elementary are dedicated to education and to life-long learning, both for themselves and for their students. Our staff is committed to ongoing professional development by enrolling in classes, workshops and seminars in addition to the traditional professional development. Topics that teacher-leaders are trained in include Math Advantage and Investigations; Science Notebooks; Diversity Training and Leadership – teachers in turn train their colleagues and implement these programs, methods and interventions in classrooms. Our teachers also have engaged in school-wide book studies on titles such as *Mosaic of Thought*, *Best Practices in the Classroom*, and *Strategies that Work*.

Our staff likes to get as close to the source as possible for the most current and innovative methods that impact student achievement. When we focused our work on closing the achievement gap between boys and girls, we contacted the Gurian Institute in Colorado Springs. Our consultations with the Institute resulted in extensive access to brain research, district-wide inservices, implementation of boy-friendly strategies and best practices in the classroom. The principal also co-authored *Strategies for Teaching Boys & Girls*, which we are studying this year as a staff as a part of our school-wide goals.

This past year, we sought to streamline our affective education program and behavioral expectation system. We explored the Positive Behavior Support (PBS) program, and 14 members of our staff attended a workshop provided by the Colorado Department of Education. Together with this team, teachers who had previously used the program and those who observed a Denver-area school which uses PBS, led the design and implementation of our own PBS program this fall. This is also aligned with our school-wide goals for school climate this year, and reflects the research indicating a link between positive school climate and student achievement.

6. School Leadership:

The teachers and principal at Douglass Elementary use a shared leadership model in planning professional development, determining annual goals, and arriving at decisions through consensus. Our school has a

Leadership Team with grade-level representatives, plus representation from our specialists. This team meets monthly to plan agenda items for faculty meetings, and takes discussion items back to their grade-level and department meetings prior to whole-staff consideration.

At the beginning of each school year, another group of teacher representatives meets with the principal and selected parents to review the prior year's student assessment data, mark celebrations and identify challenges, and then analyzes if the prior year's goals were met. This information is then discussed and synthesized as new goals are drafted and strategies brainstormed. The entire faculty then reviews the goals and proposed strategies to ensure that high student achievement and growth can be achieved.

Finally, our School Accountability Committee reviews and approves these goals prior to submission to the school district. This committee is comprised of a balanced representation of teachers and parents; the work of this committee is then tasked for the remainder of the year to make recommendations on the school's budget and programs to assure that all activities are planned in accordance with our school's goals, mission, and vision.

This year, our goals center around reducing the achievement gap between boys and girls in reading and writing scores. Professional development activities and resources are allocated through these decision-making processes to ensure that these academic goals are met – raising the achievement of boys at our school while maintaining the already high achievement of girls. Our school comprised of educational leaders will continue our tradition of academic success.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Colorado Student Assessment Program

Edition/Publication Year: 2009/2008/2007/2006/2005 Publisher: CTB/McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient & Advanced	97	96	100	100	89
Advanced	61	51	49	67	64
Number of students tested	74	76	71	84	103
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Proficient & Advanced					
Advanced					
Number of students tested					
2. African American Students					
Proficient & Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient & Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient & Advanced					
Advanced					
Number of students tested					
5. Limited English Proficient Students					
Proficient & Advanced					
Advanced					
Number of students tested					
6. Largest Other Subgroup					
Proficient & Advanced					
Advanced					
Number of students tested					

Notes:

There were no sub-groups with at least 10 students for any below assessment for any assessed.

Subject: Reading

Grade: 3 Test: Colorado Student Assessment Program

Edition/Publication Year: 2009/2008/2007/2006/2005 Publisher: CTB/McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES					
Proficient & Advanced	93	99	95	94	96
Advanced	23	16	28	27	21
Number of students tested	75	73	72	84	103
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Proficient & Advanced					
Advanced					
Number of students tested	0	0	0	0	0
2. African American Students					
Proficient & Advanced					
Advanced					
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Proficient & Advanced					
Advanced					
Number of students tested	0	0	0	0	0
4. Special Education Students					
Proficient & Advanced					
Advanced					
Number of students tested	0	0	0	0	0
5. Limited English Proficient Students					
Proficient & Advanced					
Advanced					
Number of students tested	0	0	0	0	0
6. Largest Other Subgroup					
Proficient & Advanced					
Advanced					
Number of students tested	0	0	0	0	0

Notes:

There were no sub-groups with at least 10 students for any assessment for any year assessed.

Subject: Mathematics

Grade: 4 Test: Colorado Student Assessment Program

Edition/Publication Year: 2009/2008/2007/2006/2005 Publisher: CTB/McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient & Advanced	97	97	100	94	89
Advanced	58	64	64	49	47
Number of students tested	71	75	81	100	82
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Proficient & Advanced					
Advanced					
Number of students tested					
2. African American Students					
Proficient & Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient & Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient & Advanced					
Advanced					
Number of students tested					
5. Limited English Proficient Students					
Proficient & Advanced					
Advanced					
Number of students tested					
6. Largest Other Subgroup					
Proficient & Advanced					
Advanced					
Number of students tested					

Notes:

There were no sub-groups with at least 10 students for any assessment in any year assessed.

Subject: Reading

Grade: 4 Test: Colorado Student Assessment Program

Edition/Publication Year: 2009/2008/2007/2006/2005 Publisher: CTB/McGraw Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient & Advanced	100	88	91	96	83
Advanced	30	8	23	23	17
Number of students tested	71	75	81	100	82
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Proficient & Advanced					
Advanced					
Number of students tested	0	0	0	0	0
2. African American Students					
Proficient & Advanced					
Advanced					
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Proficient & Advanced					
Advanced					
Number of students tested	0	0	0	0	0
4. Special Education Students					
Proficient & Advanced					
Advanced					
Number of students tested	0	0	0	0	0
5. Limited English Proficient Students					
Proficient & Advanced					
Advanced					
Number of students tested	0	0	0	0	0
6. Largest Other Subgroup					
Proficient & Advanced					
Advanced					
Number of students tested	0	0	0	0	0

Notes:

There were no sub-groups with at least 10 students for any below assessment for any year assessed.

Subject: Mathematics

Grade: 5 Test: Colorado Student Assessment Program

Edition/Publication Year: 2009/2008/2007/2006/2005 Publisher: CTB/McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient & Advanced	100	100	93	95	94
Advanced	66	74	67	74	64
Number of students tested	76	82	102	80	83
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Proficient & Advanced					
Advanced					
Number of students tested					
2. African American Students					
Proficient & Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient & Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient & Advanced					
Advanced					
Number of students tested					
5. Limited English Proficient Students					
Proficient & Advanced					
Advanced					
Number of students tested					
6. Largest Other Subgroup					
Proficient & Advanced					
Advanced					
Number of students tested					

Notes:

There were no sub-groups with more than 10 students for any assessment for any year assessed.

Subject: Reading

Grade: 5 Test: Colorado Student Assessment Program

Edition/Publication Year: 2009/2008/2007/2006/2005 Publisher: CTB/McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient & Advanced	97	94	97	92	98
Advanced	30	36	28	21	25
Number of students tested	76	81	102	80	83
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Proficient & Advanced					
Advanced					
Number of students tested	0	0	0	0	0
2. African American Students					
Proficient & Advanced					
Advanced					
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Proficient & Advanced					
Advanced					
Number of students tested	0	0	0	0	0
4. Special Education Students					
Proficient & Advanced					
Advanced					
Number of students tested	0	0	0	0	0
5. Limited English Proficient Students					
Proficient & Advanced					
Advanced					
Number of students tested	0	0	0	0	0
6. Largest Other Subgroup					
Proficient & Advanced					
Advanced					
Number of students tested	0	0	0	0	0

Notes:

There were no sub-groups with at least 10 students for assessment for any year tested.